



## Analysis of Managerial Procedures for Developing the Cambridge Curriculum in Junior High Schools

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### Abstrak

Penelitian ini bertujuan untuk mengetahui prosedur manajerial pengembangan kurikulum Cambridge di SMPS Golden Christian School Palangka Raya. Jenis penelitian ini adalah penelitian deskriptif dengan menggunakan pendekatan kualitatif. Sumber data dalam penelitian ini berasal dari wawancara secara mendalam yang dilakukan dengan tenaga pengajar di SMPS Golden Christian School Palangka Raya. Teknik analisis data yang digunakan adalah teknik deskriptif evaluatif. Hasil penelitian menunjukkan ada tiga prosedur manajemen kurikulum yang dilakukan di SMPS Golden Christian School (GCS) yaitu manajemen perencanaan, manajemen pelaksanaan, dan manajemen evaluasi. Untuk selanjutnya, diberikan saran agar dilakukan pula manajemen organisasi untuk menata kelola terkait ruang lingkup, urutan bahan, kontinuitas, keseimbangan, dan keterpaduan agar kurikulum yang berjalan dapat terorganisir dan berpola.

### Abstract

*This research aims to establish the managerial practices for designing the Cambridge curriculum at SMPS Golden Christian School Palangka Raya. This is a descriptive study with a qualitative methodology. The data source in this study came from indepth interviews conducted with teaching staff at SMPS Golden Christian School Palangka Raya. The data analysis technique used is the descriptive, evaluative technique. The research results show three curriculum management procedures at SMPS Golden Christian School (GCS): planning, implementation, and evaluation. Henceforth, it is suggested that organizational management is also carried out to manage the scope, sequence of materials, continuity, balance, and integration so that the current curriculum can be organized and patterned.*

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## INTRODUCTION

The curriculum serves as a guideline and instrument that educational institutions must prepare before implementing educational practices (Cantika, 2022). It plays a vital role in the overall educational process and contributes to achieving the goals of an educational institution. A well-designed and appropriate curriculum is crucial for the success of education, as it provides the necessary framework to attain academic goals and objectives (Indana & Nurvita, 2020). Without a properly managed curriculum, it becomes challenging to meet the aspirations of an educational institution and produce desired outcomes. Effective curriculum management is essential for ensuring that educational endeavors align with expectations and adapt to changing times (Indana & Nurvita, 2020).

In summary, the curriculum is a fundamental tool in education, guiding the delivery of educational practices and influencing the attainment of academic objectives. It is through effective curriculum management that educational institutions can navigate the complexities of education and foster continual improvement in response to evolving needs and expectations. The process of managing the curriculum, commonly referred to as curriculum management, involves a comprehensive and methodical approach to achieving educational goals (Rusman, 2019). While curriculum management is often understood as focusing on ensuring a smooth lesson schedule, its scope extends beyond the classroom to include management activities both within and outside the school setting (Julaha, 2019).

The primary objective of curriculum management is to ensure that all students achieve the best possible educational outcomes. Students should acquire behaviors, attitudes, values, information, and skills from the curriculum in order to make their education meaningful (Abdullahi, 2022). Effective curriculum management requires a systematic approach. Cambridge, an internationally recognized curriculum, offers structured management measures that yield positive outcomes. The Cambridge International General Certificate of Secondary Education (Cambridge IGCSE), which aligns with international competencies, is acknowledged by leading universities worldwide, providing students with diverse study and employment opportunities. As a non-profit organization, Cambridge International Educational Assessment is dedicated

to delivering high-quality educational programs that unleash students' potential (Mansurjonovich, 2021).

Although the National Curriculum in Indonesia emphasizes literacy, many educational institutions in the country adopt the Cambridge Curriculum as a foundational framework. This curriculum is utilized for class support, integration materials, and primary instruction, demonstrating its significance in Indonesian seminaries (Simanjuntak et al., 2022). Indonesia stands out as a country with a notable implementation of the Cambridge curriculum, particularly in terms of literacy. Schools in the country have witnessed a significant increase in the number of Cambridge international curriculum examinations, reaching up to 28,000 exams, a 15% rise since 2012. The Cambridge curriculum has become a common choice for foreign schools operating in Indonesia (Simanjuntak, 2020).

By embracing the Cambridge curriculum, students in Indonesia acquire transferable language skills, enabling them to analyze and produce oral and written materials, engage in collaborative work, and enhance their self-confidence, creativity, and intellectual curiosity (Holandyah et al., 2022). Recent studies, such as the one conducted by Sari (2020), highlight the effectiveness of integrating classroom management within the bilingual Cambridge Main Curriculum Framework in Indonesia. The success of this integration can be attributed to meticulous planning, coordination between school administrators and leaders, and continuous assessment (Ramadan & Widagsa, 2022). Cambridge curriculum textbook also offers higher order thinking skills as has been identified by Rochmatillah (2022).

Considering the successful implementation of the Cambridge curriculum in Indonesia, the author of this study is inspired to research curriculum management within this framework. The findings of the study can serve as valuable examples for other educational institutions in designing their curriculum management strategies. Furthermore, the Cambridge curriculum can be implemented alongside the National curriculum, providing flexibility and encouraging innovation in curriculum management practices, ultimately contributing to the advancement of education and the preparation of globally competitive generations. The specific focus of the research is to establish administrative methods for designing the Cambridge curriculum at SMPS Golden Christian School in Palangka

Raya. The study encompasses the stages of curriculum development, organization, implementation, and evaluation within the Curriculum Development Management Procedure at SMPS Golden Christian School (Ramadan & Widagsa, 2022).

## METHOD

This research is descriptive and utilizes a qualitative approach. Specifically, a descriptive qualitative method (Creswell, 2013; Maxwell & Reybold, 2015; Miles & Huberman, 1994) is employed to systematically characterize the curriculum development management practices at SMPS Golden Christian School in Palangka Raya. The data for this study is obtained through interviews conducted with informants, who are teaching staff at SMPS Golden Christian School. In-depth interviews are utilized as a data collection technique. The data analysis technique employed in this study involves descriptive and evaluative techniques, particularly analytical techniques. This entails describing the data, conducting a thorough discussion and evaluation, and ultimately drawing conclusions based on the processed data.

## RESULT AND DISCUSSION

SMPS Golden Christian School (GCS) is a private school located in Palangka Raya City. It adopts a unique approach by incorporating two curricula simultaneously: the National Curriculum (Mandiri Berbagi) as the primary curriculum and the Cambridge curriculum as a superior local curriculum. The Cambridge curriculum is specifically implemented for three subjects: Mathematics, Science, and English, and has been in place since 2012.

Operated by the Duhup Haduhup Foundation, Golden Christian School is dedicated to nurturing students' capacity to love God and their fellow human beings. The school aims to cultivate noble character and foster students' abilities to be capable, creative, independent, and responsible individuals. Furthermore, the institution strives to develop young role models who exemplify faith, character, knowledge, and possess the qualities of future leaders who fear God.

The school's objective is to assist students in harnessing the eight types of intelligence bestowed upon them by God. These include spiritual intelligence, mental intelligence (encompassing

intelligence, emotion, and character), and musical intelligence. By developing these intelligences, the students become equipped to serve others and contribute positively to their community. Additionally, the school endeavors to shape students' character from a young age, preparing them to become leaders not only within the school but also within Indonesia as a whole.

The school has set several objectives to guide its educational mission. Firstly, it aims to foster students who embrace their identity as children of God, cultivating a deep love for God and a profound understanding of the teachings of the Lord Jesus Christ through Christian Religion lessons and character education. Moreover, the school places great importance on spirituality and conducts daily worship sessions before classes commence, providing students with a space to nurture their spiritual growth.

Another significant objective is to equip students with strong English language skills, both in speaking and writing. The school strives to ensure that students can effectively communicate in English, empowering them to confidently express themselves in various settings. Additionally, the school aims to foster excellence in English-language competitions at different levels, from the local to the national and even international stages.

Recognizing the importance of technological literacy, the school seeks to enable students to become proficient in operating computers. By equipping them with computer skills, the school prepares students for the digital age and enhances their ability to navigate and utilize technology effectively.

Sports and extracurricular activities also play a vital role in the school's objectives. The school aspires to have a competitive sports team, particularly in basketball and athletics, that can participate and excel at provincial and national levels. Additionally, the school aims to achieve championship status in prestigious academic competitions such as the National Science Olympiad (OSN) and the National Language and Arts Week (FLS2N), showcasing the students' academic prowess and talent.

The school also emphasizes the development of arts and cultural talents. It aims to establish exceptional English, Science, and Math teams that consistently outperform their counterparts at the district and provincial levels. Furthermore, the school aspires to nurture a vocal arts team comprising solo vocalists, student choirs, and vocal groups, as well as a Central Ka-

**Table 1** The description of the research result

No	Stages of Curriculum Management	Key Findings
1.	Cambridge Curriculum Planning	Some of the key findings in this stage include establishing a legal basis, formulating curriculum objectives, determining subjects, and fostering collaboration with various parties.
2.	Implementation of the Cambridge Curriculum	There are two levels of implementation for the Cambridge curriculum at SMPS GCS. Firstly, at the school level, it involves human resource development by enhancing the abilities and competencies of teachers (HR). Secondly, at the class level, it entails organizing the distribution of teaching schedules, personnel assignments, and class management during the Cambridge learning process.
3.	Cambridge Curriculum Evaluation	<p>The evaluation of the Cambridge curriculum is conducted utilizing the School Self-Evaluation (EDS) instrument, monitoring tools, and assessments based on the Cambridge curriculum.</p> <p>The evaluation process involves the Supervisor, the Principal, and the Mentari (Cambridge) as the responsible parties.</p> <p>The evaluation takes place from the end of the school year to the beginning of the subsequent school year.</p> <p>Following the evaluation, each institution creates an activity program tailored to the identified needs based on the evaluation results.</p>

limantan traditional dance team. These artistic endeavors are intended to bring honor to the school and achieve recognition at the provincial and national levels.

Lastly, the school's overarching objective is to foster future leaders who possess a deep love for God, their nation, and the State of Indonesia. By instilling strong moral values and a sense of national identity, the school aims to nurture students who will become visionary and responsible leaders, contributing positively to their communities and the nation as a whole.

SMPS Golden Christian School boasts a teaching staff consisting of 14 domestic teachers and one foreign teacher. The teachers possess diverse educational backgrounds, including bachelor's and master's degrees in both education and non-education fields. They have graduated from local universities as well as universities in various regions across Indonesia.

During the planning stage, several significant findings emerged in this study. These findings encompassed the establishment of a legal basis, formulation of curriculum objectives, determination of subjects, and collaboration with multiple parties. The school, in collaboration with Mentari "Build Education Develop the Nation" as the representative of Cambridge, developed a policy and obtained a decree with Number SK 020/SK/YDH/VII/2012, which outlined the implementation of the Cambridge curriculum at SMPS GCS Palangka Raya.

The adoption of the Cambridge curriculum at SMPS GCS Palangka Raya was guided by

guidelines formulated by the school and foundations. The aim was to further enhance the quality of education at the school by incorporating a learning system that prioritizes process-oriented and internationally recognized approaches. To achieve this objective, the school established a cooperative relationship with Mentari as the official representative institution of Cambridge. Additionally, the school obtained Decree number SK 020/SK/YDH/VII/2012, providing a comprehensive explanation of the Cambridge curriculum's implementation at SMPS GCS.

It is important to note that the implementation of the Cambridge curriculum in Indonesia always involves collaboration with the government through the Ministry of Education and Culture. This collaborative approach ensures alignment with the national curriculum set by the government.

Furthermore, curriculum planning involves the establishment of goals. The implementation of the Cambridge curriculum at SMPS GCS is driven by both long-term and short-term objectives. One of the long-term goals is to equip SMPS GCS students with the ability to compete internationally and enhance the overall quality of school education. On the other hand, the short-term goal is to foster creativity and innovation in each student, expose them to external educational insights, promote critical thinking skills, and teach them problem-solving through project-based or case-based assignments.

When selecting the subjects to be incorporated into the Cambridge curriculum at SMPS



GCS, careful consideration was given to ensure that it aligns with the national curriculum while expanding students' perspectives and interests. Hence, science, mathematics, and English were chosen due to their alignment and correlation with subjects in the national curriculum. To ensure an effective and efficient learning process, the assigned teachers have received training in the Cambridge teaching methodology.

In addition, SMPS GCS collaborates with Mentari "Build Education Develop The Nation," who serves as the representative of Cambridge, as well as Marshall Cavendish Education from Singapore and the Education Office of the City of Palangka Raya. It is essential to emphasize that Mentari plays a dominant role in the implementation of the Cambridge curriculum at SMPS GCS due to its close proximity as a Cambridge representative. This partnership with Mentari motivates SMPS GCS to collaborate closely. Mentari acts as the provider and publisher of Cambridge learning materials used by SMPS GCS, and also facilitates training activities organized by Cambridge.

The second stage of curriculum management at SMPS GCS is curriculum implementation. This implementation occurs at both the school level and the class level. At the school level, there is a focus on human resource development through the enhancement of teachers' abilities and competencies (HR). This is achieved through In-House Training (IHT) conducted at the beginning of each academic year. Teachers are encouraged to participate in activities organized by the Ministry of Education and Culture, as well as regional training events, both in-person and online. The principal plays a crucial role in optimizing other supportive resources. They provide motivation, foster a conducive working environment, establish positive relationships with all members of the school, show appreciation, and remain attentive and responsive to the long-term and short-term needs of the school, such as tables, chairs, and stationery. Furthermore, the principal encourages teachers and staff to engage in self-refreshing activities outside the school (Outdoor).

Regarding the implementation of the Cambridge curriculum, SMPS GCS undertakes specific mechanisms that involve obtaining a license. This means that in order to access programs compiled by Cambridge for enhancing the quality of learning and education, schools must follow certain procedures, including allocating funds to acquire them.

At the class level, several aspects serve as assessments in the implementation of the Cambridge curriculum at SMPS GCS. These include the distribution of teaching schedules, personnel assignments, and class management during the Cambridge learning process. The distribution of teaching schedules at SMPS GCS is based on individual teachers. Teachers who teach Cambridge subjects have previously undergone specialized Cambridge teaching training. The assignment of personnel for Cambridge learning follows the expertise of the teachers based on their respective areas of study. For example, mathematics teachers have graduated in mathematics, English teachers are English graduates, and science teachers have obtained natural education degrees from their tertiary institutions. Class management in Cambridge learning takes place in classrooms, language labs for language learning, and even outside the classroom. For instance, when teaching Mathematics, teachers take students outside to observe and measure the height of an electric pole.

The evaluation stages of the Cambridge curriculum at SMPS GCS involve the use of the School Self-Evaluation (EDS) instrument, monitoring instruments, and Cambridge-based curriculum evaluation. The EDS is conducted by the school to evaluate the effectiveness of the Cambridge curriculum implementation and address the school's facilities and infrastructure needs. The supervisor utilizes the supervisory instrument to carry out managerial supervision, specifically regarding the leadership of the SMPS GCS principal and the teachers. On the other hand, Mentari, as the Cambridge representative, conducts the evaluation of the Cambridge-based curriculum to assess the performance and competence of the Cambridge teachers.

The evaluation is carried out by various parties, including the Supervisor, the Principal, and Mentari (Cambridge). The institutions evaluate different aspects, including the supervisor's assessment of the managerial supervision related to the leadership of the SMPS GCS principal and the teachers. The school evaluates the effectiveness of implementing the Cambridge curriculum and addresses the requirements for school facilities and infrastructure. Meanwhile, as the Cambridge representative, Mentari evaluates the performance and competence of teachers who teach Cambridge subjects such as Science, Mathematics, and English. The evaluation process typically takes place from the end of the school year to the beginning of the subsequent

year. Generally, it occurs towards the end of the academic year, aligning with graduation and student promotion. Additionally, the school forms subject-specific teams that conduct independent evaluations every 1-3 months prior to exam weeks (UTS and US) for both semesters.

The follow-up to the evaluation results carried out by each institution varied. In the case of the EDS evaluation, it was identified that some students were facing difficulties in learning English. As a response, the school implemented a language and computer extracurricular activity program to help students improve their English proficiency. This initiative aimed to provide additional opportunities for students to enhance their knowledge of the English language.

During the supervisor's evaluations, it was recommended for teachers to update and improve their teaching methods and techniques to facilitate better understanding and engagement among students. Conversely, in the evaluations conducted by Mentari, it was observed that teachers were teaching using English exclusively during class hours. To address this matter, Mentari provides guidance and direction to teachers on how to effectively teach in English while ensuring that the instruction is comprehensible to students. The use of English is supported by appropriate translations when necessary.

Moving forward, this section will delve into the findings of the study, encompassing the planning, implementation, and evaluation stages. It aims to explore the relationship between the theoretical framework and the obtained results. A more comprehensive discussion will be presented in the subsequent paragraphs.

#### A. Curriculum Planning Management Stage

Curriculum planning involves designing learning opportunities that aim to guide students towards desired behavioral changes and assessing the extent to which these changes occur. Prior to program design, the principal collects administrative data to facilitate program planning (Sari & Mundilarno, 2020). Several factors influence planning and decision-making in curriculum planning, including philosophy, content/materials, learning management, teacher training, and learning systems. The Cambridge curriculum, in particular, emphasizes the development of students' abilities and enables them to construct their own understanding, allowing for analysis and evaluation of acquired knowledge. Active learning lies at the core of this curriculum, which necessitates careful planning

(Fitria et al., 2021).

The planning management stage implemented by SMPS GCS demonstrates a high level of maturity. This is evidenced by the presence of a clear and systematic legal basis, as indicated by the issuance of Decree Number 020/SK/YDH/VII/2012, and a well-defined objective that establishes the school's direction. Effective curriculum management is rooted in ongoing, reliable, systemic, participatory, transparent, and accountable practices. This includes viewing curriculum management as a scientific discipline, a system, a plan, and a continuous process (Wahyudin, 2016).

Furthermore, the selection of subject content is a crucial aspect of the planning stage. SMPS GCS has opted for Mathematics, Science, and B. English, aligning with the national curriculum. A study by Simanjuntak et al. (2022) compared and integrated syllabus indicators for these three subjects into the national curriculum. The findings demonstrated a favorable match and integration between the two curricula.

#### B. Curriculum Implementation Management Stage

Implementation refers to the process of putting a concept, idea, or policy into action, and it plays a crucial role in the success of a curriculum. Implementing a curriculum involves the actualization of a written curriculum through specific learning activities (Abdulloh & Makruf, 2023). Various factors and considerations come into play during the implementation process, including educational sector planning, curriculum engineering, modeling, comparing old and new curricula, implementing the curriculum in the learning process, and evaluation (Simanjuntak, 2020).

The management of curriculum implementation at SMPS GCS encompasses both the school-wide level and the classroom level. This approach ensures that all variables can experience the impact of the changes. Strategic management in an educational organization requires consideration of several important factors, as highlighted by Wahyudin et al. (2021): (a) selecting a relevant business strategy, (b) acquiring resources and capabilities, (c) applying the marketing strategy, (d) implementing the financial strategy, (e) conducting research and development for strategy implementation, and (f) formulating a human resource strategy. It is

appropriate for SMPS GCS to manage curriculum implementation from various angles, particularly at the classroom level involving teachers.

In curriculum implementation, teachers need to possess certain abilities, such as understanding the core goals to be achieved, specifying curriculum objectives, and translating these objectives into meaningful learning activities. As emphasized by Dewi & Sutisna (2019), knowledge and skills must be complemented by attitudes and behaviors in individuals. Traditionally, teachers were solely responsible for transmitting knowledge across generations. However, modern philosophies and curricula have brought about changes that demand teachers who can effectively address present challenges. Therefore, schools play a significant role in preparing teachers (Rufai et al., 2021). Such teacher preparation should be included in the planning stage. Enhancing teacher competence through activities like in-house training (IHT) and other forms of training is valuable, but it should occur during the planning stage so that the implementation stage focuses on executing the planned activities. During implementation, the emphasis should be on shaping student character through the development of meaningful learning experiences and effective learning processes.

### C. Curriculum Evaluation Management Stage

Furthermore, evaluation serves as a crucial component in the curriculum management process. It involves assessing the effectiveness and progress of the implemented curriculum. Evaluation encompasses considerations, descriptions of the object being assessed, and accountable criteria. In curriculum evaluation, various aspects are taken into account, such as needs analysis, feasibility studies, planning and development, learning processes, revision, and research.

Regarding the evaluation of the Cambridge curriculum at SMPS GCS, a comprehensive approach is adopted. The school utilizes the School Self-Evaluation (EDS) instrument, monitoring instruments, and the Cambridge-based curriculum evaluation to ensure a thorough assessment. This multi-faceted evaluation approach meets the requirements of curriculum evaluation management. It is worth noting that in addition to the evaluation conducted by Mentari (Cambridge), SMPS GCS also conducts self-evaluations as a means of maintaining control and monitoring

the implementation of the curriculum.

Supervision plays a critical role in overseeing the curriculum implementation process. It ensures that activities align with the planned objectives and standards. The supervision process encompasses various performance aspects, including setting performance standards, measuring performance, comparing performance, and taking corrective actions. It is essential to carry out comprehensive evaluation steps that consider various assessment components, such as competency analysis, learning indicators, specific assessments, narrative reports on student progress, and evaluations of each learning content through summative and formative assessments.

SMPS GCS demonstrates effective execution of the evaluation steps and provides appropriate follow-up based on the evaluation results. The follow-up actions are tailored to address specific needs in various aspects of the curriculum. This comprehensive approach to evaluation and supervision enhances the effectiveness and continuous improvement of the implemented curriculum. By integrating evaluation and supervision into the curriculum management process, SMPS GCS ensures ongoing assessment, adjustment, and enhancement of the curriculum to meet the needs and expectations of students and stakeholders.

Evaluation is the process of carefully considering and assessing a subject based on agreed-upon and accountable criteria. It involves three key factors: consideration or judgment, describing the object of assessment, and establishing criteria that can be measured. Curriculum evaluation encompasses various components, including needs analysis, feasibility studies, planning and development, the learning process, revision, and research.

In the case of evaluating the Cambridge curriculum at SMPS GCS, the school adopts a comprehensive approach. They utilize the School Self-Evaluation (EDS) instrument, monitoring instruments, and the Cambridge-based curriculum evaluation. By employing these evaluation tools, SMPS GCS effectively manages the evaluation process. In addition to external evaluation conducted by Mentari (Cambridge), the school also conducts self-evaluations to maintain control and ensure the successful implementation of the curriculum.

Supervision, on the other hand, involves overseeing activities to ensure they align with

the planned objectives. It is a process that includes various performance aspects, as discussed by Abdulloh and Makruf (2023): fixed performance standards, performance measurements, performance comparisons, and corrective actions. In line with the evaluation steps outlined by Nurwataniah et al. (2023), comprehensive assessments are conducted, starting from competency analysis based on planning, learning indicators, and specific assessments. This includes narrative reports on student progress and evaluations of each learning content through summative assessments and formative evaluations.

SMPS GCS has successfully implemented the evaluation steps and provided appropriate follow-up based on the evaluation results. They address specific needs in each aspect of the curriculum through tailored follow-up actions. This demonstrates their commitment to effective evaluation and supervision practices. By conducting thorough evaluations and implementing necessary adjustments, SMPS GCS ensures continuous improvement and meets the diverse needs of students and stakeholders.

Implementing the Cambridge curriculum at SMPS GCS follows the existing curriculum managerial procedures, with the exception of one stage, namely the management of the curriculum organization. According to Rusman (2019), the curriculum management procedure consists of four aspects: managing curriculum planning, management of curriculum organization, management of curriculum implementation, and management of curriculum evaluation. While many people assume that curriculum organization is the same as curriculum planning, these two aspects actually have distinct roles. Curriculum planning involves discussing philosophy, content/material, learning management, teacher training, and learning systems, whereas curriculum organization focuses on the scope, sequence of materials, continuity, balance, and cohesiveness.

Curriculum organization refers to the pattern or design of curriculum materials, aiming to facilitate students' learning of subject matter and engage them in learning activities to effectively achieve learning objectives. Without proper organization, planning alone can lead to haphazard execution. The chosen curriculum organization significantly influences the types of experiences presented to students, making it easier to attain educational goals (Sugiana, 2018). Therefore, curriculum reorganization is deemed necessary.

Through the organizational curriculum, the future development direction of the curriculum can be determined. It involves processing the available subject matter in a way that aligns with the desired outcomes and delivering it to students through various methods and approaches. With a well-developed organizational curriculum, better results can be achieved (Wildan et al., 2022). Models for organizing curriculum content include separated subject curricula, which focus on individual subjects, as well as more integrated approaches. Integrated curriculum forms can vary, with some emphasizing interconnected issues (correlated curriculum), others concentrating on a broad field of study (broad field curriculum), and some combining elements from multiple subjects while maintaining visibility of the individual issues (fusion curriculum). There are also fully integrated curricula where other topics are not visually distinct (integrated curriculum). In general, curriculum organization takes two forms: subject-based and integrated.

A school can be considered successful in managing people, organizations, and change if it excels in these areas (Sudirman, 2019). Therefore, the findings of this study can serve as evaluation material for SMPS Golden Christian School (GCS) and other schools, enabling them to apply curriculum organization management to complement the planning management process. These findings also offer practical contributions in addressing curriculum management challenges within educational institutions, with the hope of driving progress in the field of education. Moreover, from a theoretical standpoint, these findings contribute to curriculum studies and curriculum development by expanding knowledge and insights related to curriculum management.

## CONCLUSION

Based on the research results, it can be concluded that three curriculum management procedures are carried out at SMPS Golden Christian School (GCS), namely planning management, implementation management, and evaluation management. These procedures play a vital role in ensuring the effective delivery of the curriculum and the achievement of desired educational outcomes. However, it is important to note that an additional aspect, organizational leadership, should also be incorporated into the curriculum management process to address the organization and pattern of the current curricu-



lum.

Organizational leadership in curriculum management involves managing the scope, sequence of materials, continuity, balance, and integration of the curriculum. By implementing effective organizational leadership, the curriculum can be structured in a way that enhances students' learning experiences and promotes the achievement of educational objectives. It allows for a cohesive and well-integrated curriculum that ensures the seamless progression of knowledge and skills throughout the learning journey.

Therefore, based on the findings of the research, it is strongly suggested that a reorganization of the curriculum is necessary. This reorganization should encompass the implementation of organizational leadership practices to guide the structure and design of the curriculum. By doing so, SMPS GCS can optimize the effectiveness of curriculum delivery and provide students with a well-organized and purposeful learning experience.

In terms of curriculum organization, there are two main forms to consider: subject curriculum and integrated curriculum. Subject curriculum focuses on individual subjects, where each subject is taught separately with its own specific content and objectives. On the other hand, integrated curriculum takes a more holistic approach by integrating multiple subjects or content areas to create meaningful connections and promote interdisciplinary learning.

Both forms of curriculum organization have their merits and can be applied depending on the educational goals and context of the school. Subject curriculum allows for in-depth exploration of specific subjects, ensuring a comprehensive understanding of each discipline. On the other hand, integrated curriculum promotes cross-curricular connections and encourages students to see the interconnectedness of various knowledge areas.

Therefore, when reorganizing the curriculum, SMPS GCS should carefully consider the benefits and suitability of each form of curriculum organization based on the specific needs and objectives of their educational program. By selecting the appropriate approach, the school can provide a well-rounded and balanced curriculum that fosters students' holistic development and prepares them for future challenges and opportunities.

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